

Lesson Plan for Apple Pie

Subject: Apple Pie

Course Level: Low-intermediate

Time: 2 hours

Objectives:

Students will be able to:

- 1) Understand and discuss American food that can be *as American as apple pie*;
- 2) Understand the techniques, vocabulary, and ingredients of cooking and recipes;
- 3) Follow a simple recipe and explain instructions with imperative structure (V+O);
- 4) Speak and write the recipe for simple American dishes using the target vocabulary and grammar.

Necessary Materials:

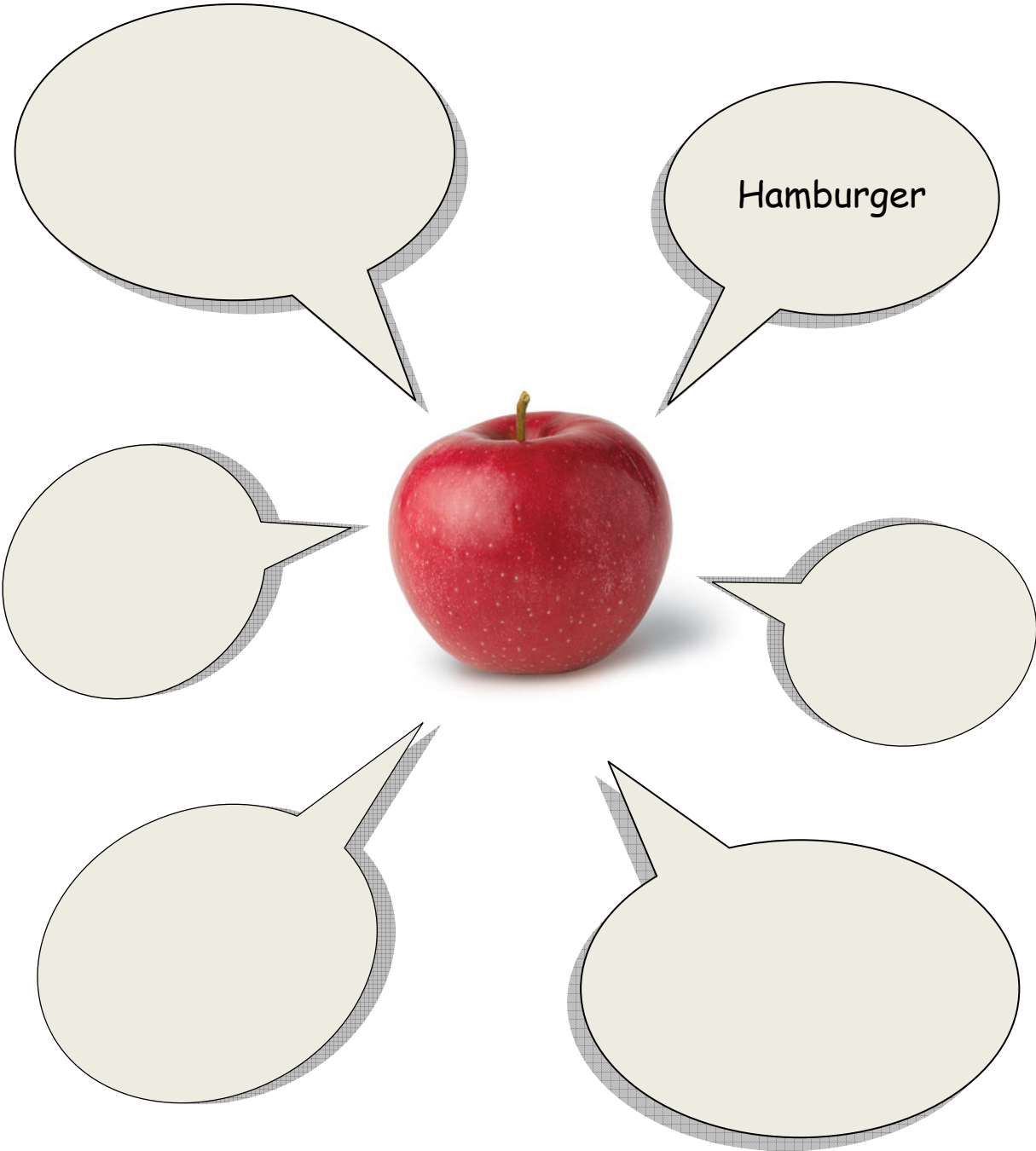
- 1) Blackboard and chalk
- 2) Laptop, overhead projector, and power point presentation(PPT) slides
- 3) Authentic listening material: *Caramel Apple Pie* -
<http://www.youtube.com/watch?v=UdPh7svwCwc>
- 4) Envelopes: A) verb-definition match, and B) scrambled apple pie recipe
- 5) Worksheet 1: Brainstorm typical American foods
- 6) Worksheet 2: Identify food, and countable/uncountable nouns.
- 7) Worksheet 3: Food Containers - http://www.als-alt.com/Food_Containers_-_diff.pdf
- 8) Worksheet 4: Bingo for identifying quantifiers/containers
- 9) Worksheet 5: Frequently used cooking verbs - http://www.esl-images.com/vocabulary_topic_display.asp?images=Cooking%20and%20Food%20Prep&topic=15
- 10) Worksheet 6: Fill-in-the-blank for recipe instruction
- 11) Worksheet 7: Rewrite into imperatives from statement -
<http://www.bbc.co.uk/skillswise/words/grammar/texttypes/instructions/worksheet1.shtml>
- 12) Worksheet 8: Recipe card
<http://www.graphicgarden.com/files17/graphics/print/reccards/misc/pies1.gif>
- 13) Worksheet 9: Recipe for peanut butter cookies -
http://www.ehow.com/how_10308_make-peanut-butter.html
- 14) Worksheet 10: Review test
- 15) Realia: Measuring cup, measuring table/spoons, apples
- 16) Homework: www.foodnetwork.com

[illegible]

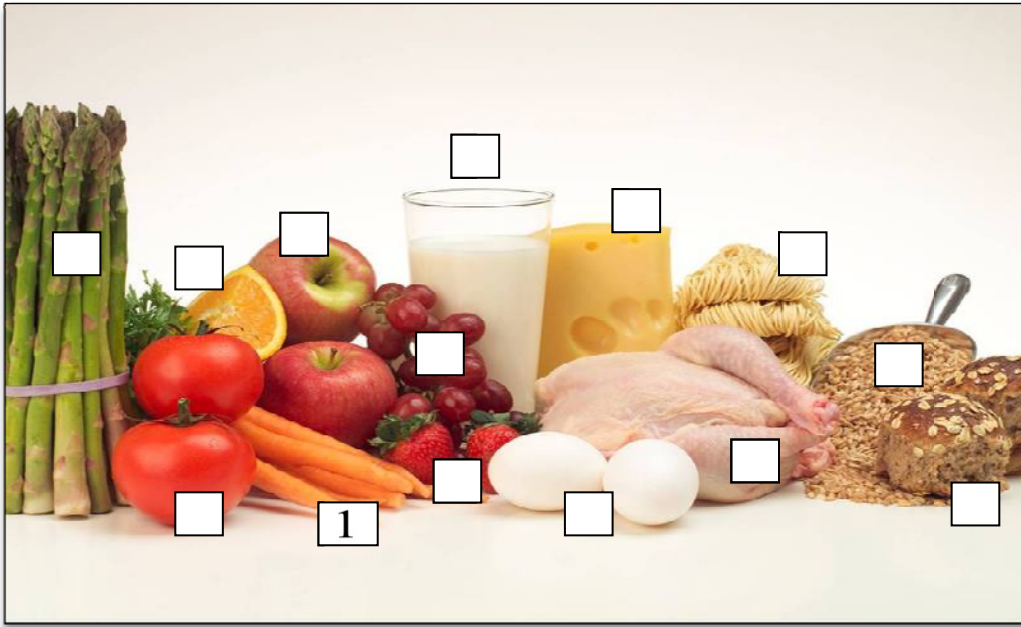
5	<p>slips</p> <p>iii. Check the answer with the whole class</p> <p>- Listening: <i>Caramel Apple Pie Recipe</i></p> <p>1) Pre-listening: Background information of the listening</p> <ol style="list-style-type: none"> Ask students to predict any words or phrases they think they will hear in the listening Introduce the ingredients and more cooking vocabulary: Pillsbury Pie Crust, cinnamon, dough, syrup, filling, pie dish, strip, web top Show English/metric measurement units: Tablespoon, teaspoon, cup, ounce, inch Reconstruction activity: Scrambled apple pie recipe photos Ask students for suggested answers from everyone without indicating which ones are correct <p>2) During-listening: Only listening</p> <ol style="list-style-type: none"> Give instructions for the listening activity First listening without watching Cloze activity <p>3) Post-listening: Listening and watching</p> <ol style="list-style-type: none"> Have students check the answers with partners Second listening with watching and extra explanation Stop the video clip before the speaker has finished and ask students to provide a plausible continuation Check the answer with the whole class Recheck the order of the reconstruction activity with the whole class <p>- Grammar</p>	<p>Realia: Measuring cup, measuring table/teaspoons</p> <p>Envelope B- pair work</p> <p>Worksheet 6 - individual work</p>
5		
10-15		

10	<ol style="list-style-type: none"> 1) Learn how to make affirmative/negative imperative structures for giving instructions 2) Learn how to give instructions for a recipe 3) Imperative exercise using the vocabulary introduced earlier <ol style="list-style-type: none"> i. The activity is modeled if necessary ii. Check the answers with partner iii. Check the answers with whole class <p>- Communicative activity: Recipe for peanut butter cookie</p>	Worksheet 7- individual work
10	<ol style="list-style-type: none"> 1) Give instructions about what to do for the activity <ol style="list-style-type: none"> i. Hand out recipe cards ii. Learn tips for writing a recipe iii. Show a sample recipe on PPT slides 2) Read through Worksheet 9 with whole class <ol style="list-style-type: none"> i. Check students' understanding of the activity ii. Have students predict what they expect to bake from the photos of Worksheet 9 iii. Check new vocabulary 3) Have students prepare the recipe for peanut butter cookies and take notes on a recipe card <ol style="list-style-type: none"> i. Circulate while students are working, giving help with grammar and spelling, if necessary 4) Have a presenter share their recipe orally to the entire class <ol style="list-style-type: none"> i. What ingredients are needed (using proper quantifiers) ii. How to bake it (using imperatives with the cooking verbs taught before) 5) Have students decide today's best recipe card <ol style="list-style-type: none"> i. Check measurement/time, ingredients, countable/uncountable nouns, quantifiers/containers, cooking verbs ii. Have students vote on which one they 	<p>Worksheet 8 - group work</p> <p>Brief introduction about recipe cards as a American cultural item and show model recipe card</p> <p>Worksheet 9 - group work</p> <p>Have whole class look at the recipe card of each group on OHP</p> <p>Pass around the recipe cards</p>
8-10		
5		
5		

- Think about five typical American foods with your partners and write them down around the apple below.



FOOD



A. Identify food. Write the corresponding number in the box.

~~1) Carrot~~

2) Asparagus

3) Egg

4) Milk

5) Bread

6) Chicken

7) Rice

8) Pasta

9) Strawberry

10) Grape

11) Tomato

12) Cheese

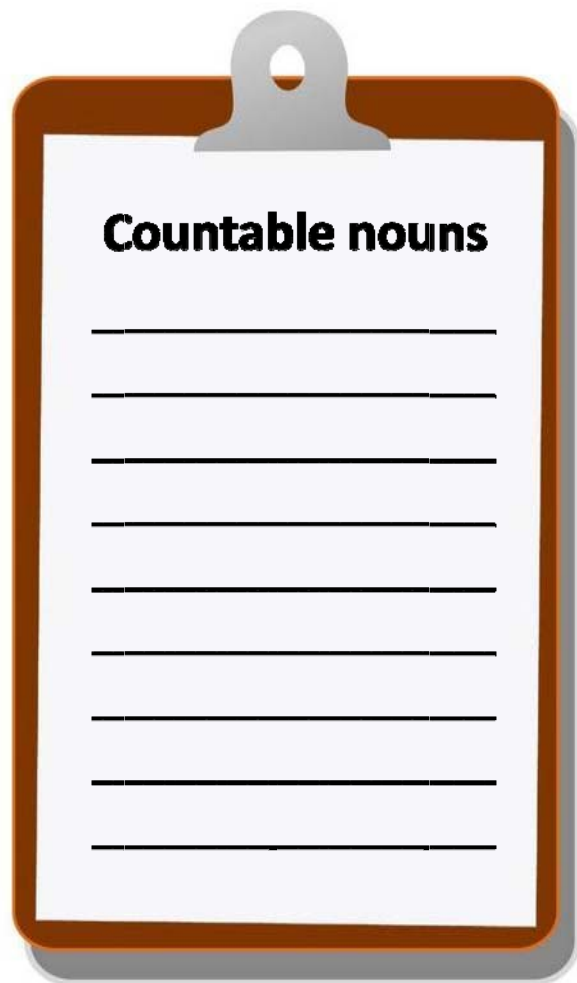
13) Apple

14) Orange

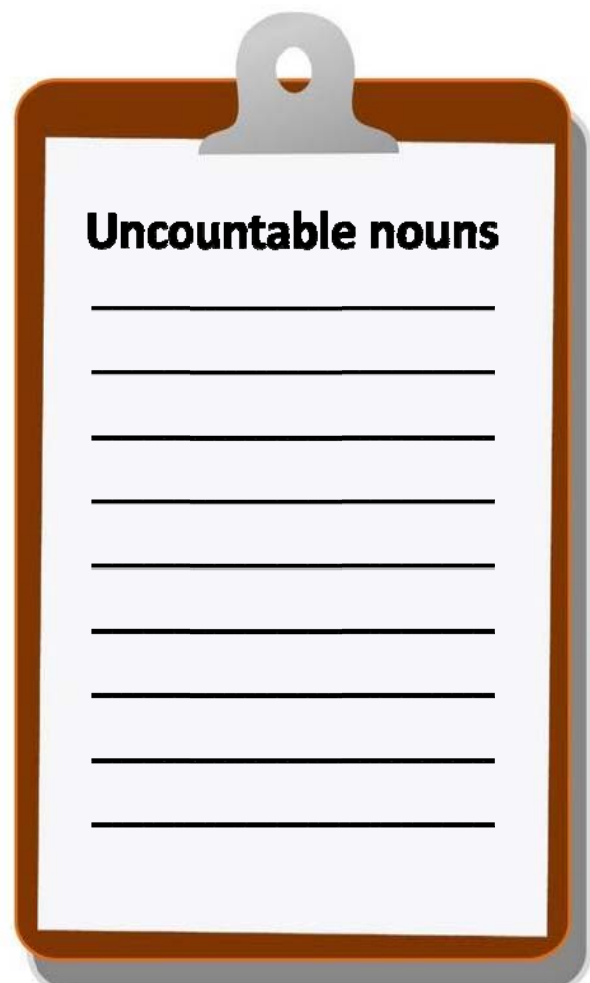
Countable nouns	Uncountable nouns	Nouns that can be Countable and Uncountable
<ul style="list-style-type: none"> Countable nouns are easy to recognize. They are things that we can count. Countable nouns can be singular or plural. 	<ul style="list-style-type: none"> Uncountable nouns are substances, or concepts that we cannot divide into separate elements. We cannot "count" them. We usually treat uncountable nouns as singular. 	<ul style="list-style-type: none"> Drinks (coffee, water, orange juice) are usually uncountable. But if we are thinking of a cup or a glass, we can say in a restaurant, for example: "Two teas and one coffee please." Chicken, Egg

B. Classify the following items into countable or uncountable nouns.

Egg	Carrot	Milk	Sugar
Pasta	Asparagus	Chicken	Jam
Apple	Coke	Bread	Butter
Cheese	Cucumber	Grape	Orange
Flour	Rice	Strawberry	Tomato



Countable nouns



Uncountable nouns





Worksheet 3: http://www.als-alt.com/Food_Containers_-_diff.pdf

Worksheet 4: Bingo for identifying food, countable/uncountable nouns, and containers

Direction: Teachers hand out one empty 4 x 4 bingo card to each student and then show about 20 food pictures on a PPT slide. Students choose 16 items on the PPT slide and write them with proper quantifiers in each square so that the cards are all different. One student in each group takes a turn to call out one word in their grids, and the other students of the group mark the matching words. The goal is to get a straight vertical, horizontal or straight diagonal line from corner to corner.

Food Bingo

(A student's name) 's Bingo Board

Envelope A:

Direction: Teachers cut the square along the solid lines. Students match these words with correct definitions.

1. Bake	To cook in an oven
2. Grill	To cook by heating the food directly, for example, on a barbeque
3. Boil	To cook in hot water
4. Fry	To cook in hot oil
5. Measure	To determine exact amount
6. Chop	To cut into small pieces
7. Slice	To cut with a knife
8. Roll out	To press, spread with a roller
9. Peel	To remove the outer skin, for example, of a potato or apple
10. Microwave	To cook or heat in a microwave oven
11. Stir	To cause a movement with a spoon
12. Pour	To transfer from a container

Worksheet 5: http://www.esl-images.com/vocabulary_topic_display.asp?images=Cooking%20and%20Food%20Prep&topic=1
5

Frequently Used Cooking Verbs

- Write a proper word that describes the picture.

Microwave

Roll out

Pour

Measure

Bake

Peel

Boil

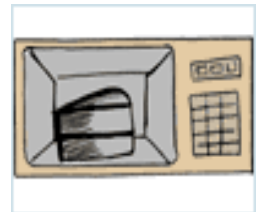
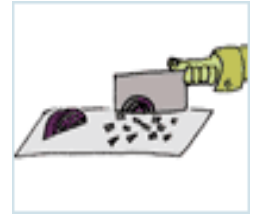
Slice

Stir

Chop

Grill

Preheat



Envelope B: http://americanfood.about.com/od/keytipstechniques/ss/Carm_Apple_Pie.htm

Direction: Teachers cut the pictures and have students reconstruct the order of the scrambled apple pie recipe photos.



Worksheet 6:

Direction: While listening to *Caramel Apple Pie Recipe*, fill in the blank with the appropriate words.

Preheat	Roll out	Pour	Measure	Place
Bake	fold	Boil	Slice	Seal

1. _____ the sugar, brown sugar, butter, salt, cinnamon, and water into a saucepan.
2. _____ the caramel sauce over medium heat. When the sauce is boiling, turn off the heat.
3. _____ the bottom crust into a 9-inch pie dish, and press into shape.
4. _____ each apple into approximately 12 wedges. _____ the apples into the bottom crust.
5. _____ the top crust and cut into 8 strips. Place 4 strips one way, turn and place 4 strips across the others.
6. Once the web top is in place, go around the pie and _____ together the top and bottom crusts. Using your fingertips, go around and _____ the edge of the crust.
7. Using a large spoon, _____ the caramel sauce over the top of the apple pie. Try not to get any of the syrup on the outside edge of the piecrust if possible.
8. _____ the oven to 425 degrees F. _____ the pie in the hot oven for 15 minutes, then reduce the heat to 350 degrees F., and bake for 30-40 minutes, until the pie is browned. Remove and let cool completely.

Worksheet 7:

IMPERATIVE STRUCTURE

		(Subject) =YOU	Verb		(please)
Affirmative		(You)	Be	quiet!	
		(Someone)	Chop	a cucumber.	
Negative	Do not	(Anybody)	Be	late!	
	Don't Never		Stir	the soup.	

Subject *you*

Someone = one of you here

Not + anybody = none of you here

How to write a recipe

- Instructions are written in the imperative.
- Instructions are much shorter than ordinary text.
- Instructions are often written as a list, in the order that they have to be done.
- Full stops are not necessary.

<http://www.bbc.co.uk/skillswise/words/grammar/texttypes/instructions/worksheet1.shtml>

Grammar: Instructions worksheet

Instructions in recipes, on paint tins and on food packets are usually written in the imperative.

E.g., **Cook** for 5 minutes
Mix the paint carefully

- **Rewrite** this text as a set of instructions, using the imperative.



This is how to cook this product in a microwave. You need to **take off** the paper sleeve that the product was bought in. Then you need to **make some holes** in the plastic lid so that the steam can escape. You should then **put** the product in the microwave and **cook** it on full power for 3 minutes.

The product will need to be left to **stand** for 2 minutes before you cook it any more. After you have left it to stand you should **stir** the product to make sure it cooks right through. Then you should **cook** the product for another 3 minutes.

Worksheet 8: <http://www.graphicgarden.com/files17/graphics/print/reccards/misc/pies1.gif>

Fruit Salad


You will need:

2 bananas, peeled, and cut into bite size pieces
 1 cup fresh strawberries, sliced or 1 package (10 ounces) frozen sliced strawberries
 1 cup fresh orange slices or 1 can (11 ounces) mandarin oranges, drained
 1 cup apple, chopped

What to do:

1. Wash your hands and clean your cooking area.
2. Wash bananas, strawberries, oranges, and apples.
3. Peel bananas and oranges.
4. Cut all the fruit according to recipe.
5. Place fruit in a large bowl and mix.


Yield: 10 servings (1/2 cup each)




Depending on age, children can help chop or mix fruit. Talk to children about the names, color, and number of pieces of each fruit.


High in Fiber & Vitamin C

- Use this card to create your group recipe card. Name a recipe, and then list ingredients with measurement and time in order in which they are used, directions for mixing the ingredients, and what the result will be at the end.





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Worksheet 9: Recipe photos - http://www.ehow.com/how_10308_make-peanut-butter.html(Recipe name)

1/2 cup peanut butter 1/2 cup unsalted butter 1 1/2 cups all-purpose flour 1/2 tsp baking soda 1/2 tsp baking powder 1 egg 1/2 cup white sugar 1 tsp vanilla extract 1/2 cup dark brown sugar		
	1. 350 F	2. Flour White sugar Dark brown sugar Unsalted butter
	3. Hand mixer	4. Vanilla extract
	5. Egg 	6. Peanut butter Baking soda Baking powder
	7. Cookie sheet	8. Folk
	9. 10 minutes	10.

Worksheet 10: Review test

1. Should I get a _____ of bread at the bakery?

- load
- loaf
- roll

2. How many _____ of cheese would you like on your sandwich?

- slices
- pounds
- pieces

3. I need another _____ of butter for the cookies I'm making.

- loaf
- stick
- pinch

4. Add a _____ of salt to the water.

- quart
- ear
- pinch

5. Please get a _____ eggs at the market.

- dozen
- tube
- pound

6. He bought a _____ of tobacco for his pipe.

- box
- can
- pouch

7. Please pick up a _____ of milk at the supermarket.

- pinch
- gallon
- six-pack

8. Could you pass me the _____ of potato chips?

- tube
- box
- bag

9. I like a _____ of sugar in my coffee.

- teaspoon
- quart
- slice

10. The _____ of toothpaste is almost finished.

- box
- bottle
- tube